



Campus Actions Plans for Facilitating Graduation

Progress made to date – June 12, 2006

I. Efficiency in Academic Program Design

Point # 1. *Reduction of Required Units in Programs Leading to the Baccalaureate Degree*

- Have already reduced required units in baccalaureate degree programs and continuous review is built into review cycle.

Point # 2. *Selective Reduction of Campus Graduation Requirements*

- During the summer 2006 the Academic Affairs Council will establish a plan of action to begin a campus-wide discussion of the move to a 4-unit model of overall reform of GE and major courses.
- Two year FYE Pilot Program begins in 06-07.

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II. Supporting Students in Choosing an Efficient Pathway to the Baccalaureate

Point # 3. *Emphasis on Graduation in Orientation Sessions for New Students (First-time Freshmen; Transfers)*

- SSU continues to provide new students, first-time freshmen, and transfer students with visual materials that help students see linkage between Orientation, 4 years of study, and ultimately, graduation.

Point # 4. *Strengthened Support for Both General Education and Life/Career Goal Clarification for Lower-Division Students*

- FYE Pilot Program has the following learning outcome: “Understand the different academic paths and disciplines, develop an idea of how one fits into the network of these paths, and begin the process of declaring a major and discovering career options.
- New pre-career course piloted in Spring 2006 and will continue in Fall 2006. (Univ. 237)
- Continuing with training career and peer mentors.
- Expanded number of off-campus recruiters that we’re hosting in career center.

Point # 5. *Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials & Resources*

- 2006-08 catalog now includes a Career Options section within each major description.

Point # 6. *Choice of Degree Major Required at a Reasonable, Early Juncture*

- SSU continues to fulfill this exemplary practice. We have very few undeclared students.

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III. Tools to Keep Students on Efficient Pathways to the Baccalaureate

Point # 7. *Wide Promulgation of Roadmaps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format*

- SSU has a complete set of roadmaps.
- Our catalog designer redesigned the roadmaps to be more consistent and easier to read.
- Next we will ask departments to provide a link on their website to the catalog roadmap or post the roadmap on their department website. This will be accomplished by September 30, 2006.

Point # 8. *Alignment of Class Schedules to Roadmaps*

- Institutional Research, Academic Resources and the Scheduling Office have developed new tools to assist deans and departments in developing schedules:
 - a. *Projected Enrollment Demand in G.E. Areas* – This tool used a benchmark year, 2004/2005, and size of the freshman class to project demand for courses in all G.E. areas. The tool is most useful in projecting demand for G.E. courses in which freshmen enroll, and, in its present form, is probably not useful to project demand for the upper-division G.E. We will solicit feedback about the utility of this tool and consult with the Deans to determine if it would be useful to refine the tool to project demand for upper-division G.E.
 - b. *Attempted Enrollment Report* – Developed a query in PeopleSoft that produces data for a report that tallies attempts to enroll in a course. The report can tally gross number of attempts, or exclude multiple attempts by a single individual. The report includes course number, student names, and the reason the enrollment was declined. The report is available upon request to our campus Scheduler.
 - c. *Operationalized PeopleSoft Capability to Manage Requisite Requirements* – This electronic enrollment management process involves inputting enrollment requisites into PeopleSoft so that when a student attempts enrollment, the system checks student records against requisite requirements and then permits or declines the enrollment. Currently, only a few departments are utilizing this capability, but they are so pleased with the results that we expect more departments to begin using this tool in the future.

Points # 9 and 10. *Provision in Policy of Mandatory Individual Student Study Plans to the Degree and Use of Cumulated Individual Student Study Plans in Planning Class Schedules*

- Ability for SSU to fully respond to these points is dependent upon the improved functionality to be delivered by CMS Central (Baseline).

Point # 11. *Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics*

- The EnACT (Ensuring Access Through Collaboration and Technology” program provided faculty development activities surrounding implementation of the principles of Universal Design for Learning designed to support the successful retention and graduation of post-secondary students with disabilities. It has also developed a campus-based Community of Practices group to address issue in support of the successful retention and graduation of students with disabilities at the post-secondary level. The EnACT website serves as an ongoing resource for faculty in implementing project goals (enact.sonoma.edu). EnACT will co-sponsor a Teaching and Learning Summer Institute (July 2006) to support implementing project goals.
- A pilot of WebCT CE v.6 will begin in Fall 2006, with full implementation in Spring 2007.
- We have an effective and productive Center for Teaching and Professional Development. Sessions offered since December include Technology and Assessment and a session related to Students with Disabilities.
- We have new leadership in Instructional Technology (Bruce Carpe).

Point # 12. *Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete*

- We have a new add/drop/withdraw policy which is more in line with system recommendations. SSU’s Incomplete Grade Policy is currently under revision by University Standards committee and will go before EPC in the Fall 2006.

Point # 13. *Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repetitions*

- We have a new Course Repeat Policy; approved by EPC and President Arminañá for 2006-2007. The new policy limits the number of course repetitions, and restricts which grades may be repeated (C- or lower).

IV. Strong Advising Strategies and Practices

Point # 14. *Campus Provision of a Rich CMS Information and Communications Environment for Major Advising*

- We have achieved 99% completion of degree audit reports of undergraduate majors.

Point # 15. *Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or Changing a Major*

- We will plan to offer more workshops on advising. Leo Alvillar can train junior faculty on the new advising module which covers GE advising, and utilizing degree audit tools.
- We can also use the results of the Student Affairs Committee's advising survey to identify and model areas that are providing successful, efficient, and timely advising.

Point # 16. *Frequent Use of Degree Audits*

- Already available at SSU. CMS Central is working to improve readability of the degree audit.

Point # 17. *Mandatory Degree Audits not later than at 70 Semester Units (or Quarter-unit Equivalent)*

- Our registrar has developed a business process of sending notifications to students once they have completed 60 units to inform them to declare a major as well as to attempt the WEPT. In the coming year, the Advising Policy will be revised to include mandatory degree audits for all undergraduates.

Point # 18. *Mandatory and if Needed Intrusive Advisement as Student Approaches/Exceeds Minimum Units Required for the Degree*

- Twice a year, (March 15th and October 15th) an e-mail notice is sent to students who have earned 90 units but have not yet applied to graduate to remind them to apply and it provides deadline dates.
- Since SSU has a good track record in this area with most students graduating closing to the 120 unit minimum, this is not an urgent priority.

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V. Campus Monitoring and Feedback

Point # 19. *Development and Use of "Dashboard Indicators" for Campus-wide Monitoring of Graduation*

- Chuck Rhodes is implementing a pilot project with FIGS, EOP Academy and students in the two Student Athletic Sections of EMT. They will be utilizing the Retention Management System (RMS) produce reports from an inventory of students' self-reported needs in a variety of areas (academic, personal, social, etc). RMS identifies the leading academic and affective indicators that may lead to attrition. Advisors will use these RMS reports to coach students to appropriate university resources as well as assist students to develop tools such as time management, etc.
- Institutional Research continues to provide real-time data on our students.
- SSU has among the highest rate of graduates if we include students who leave SSU but complete elsewhere. We're looking at this data and trying to figure out why students leave to complete elsewhere and will use this information as a dashboard indicator.

Point # 20. *Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program*

- SSU will meet with the Peer Review Team on October 16, 2006. A schedule is being developed and groups are being selected who can best highlight SSU's best practices in encouraging graduation.

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VI. Graduation! Achievement of the bachelor's degree.

The Baccalaureate

